

TWENTY-SECOND

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

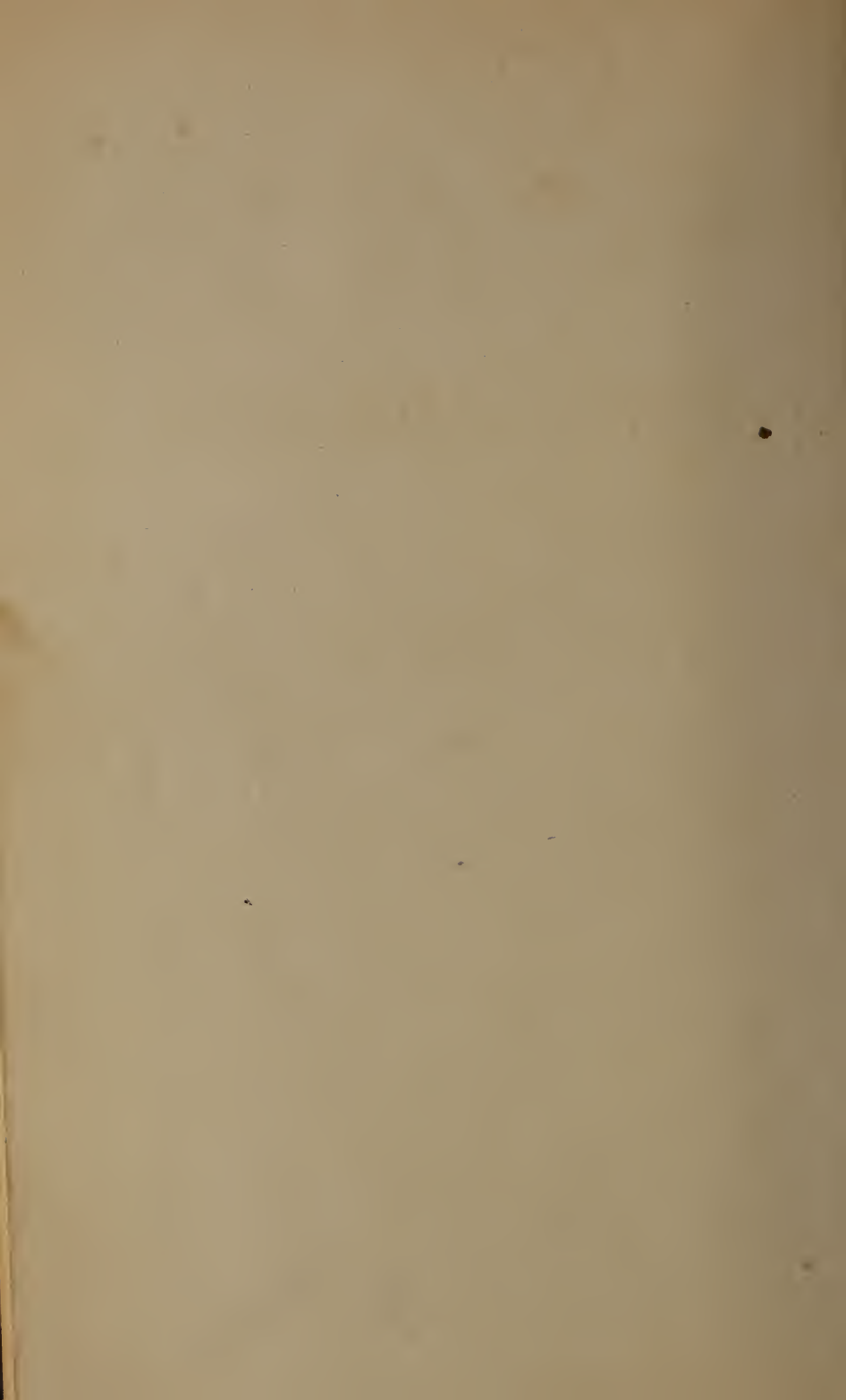
TOWN OF SWAMPSCOTT,

FOR THE

YEAR ENDING FEBRUARY 20, 1874.

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THOS. P. NICHOLS, PRINTER,  
No. 24 MARKET STREET,  
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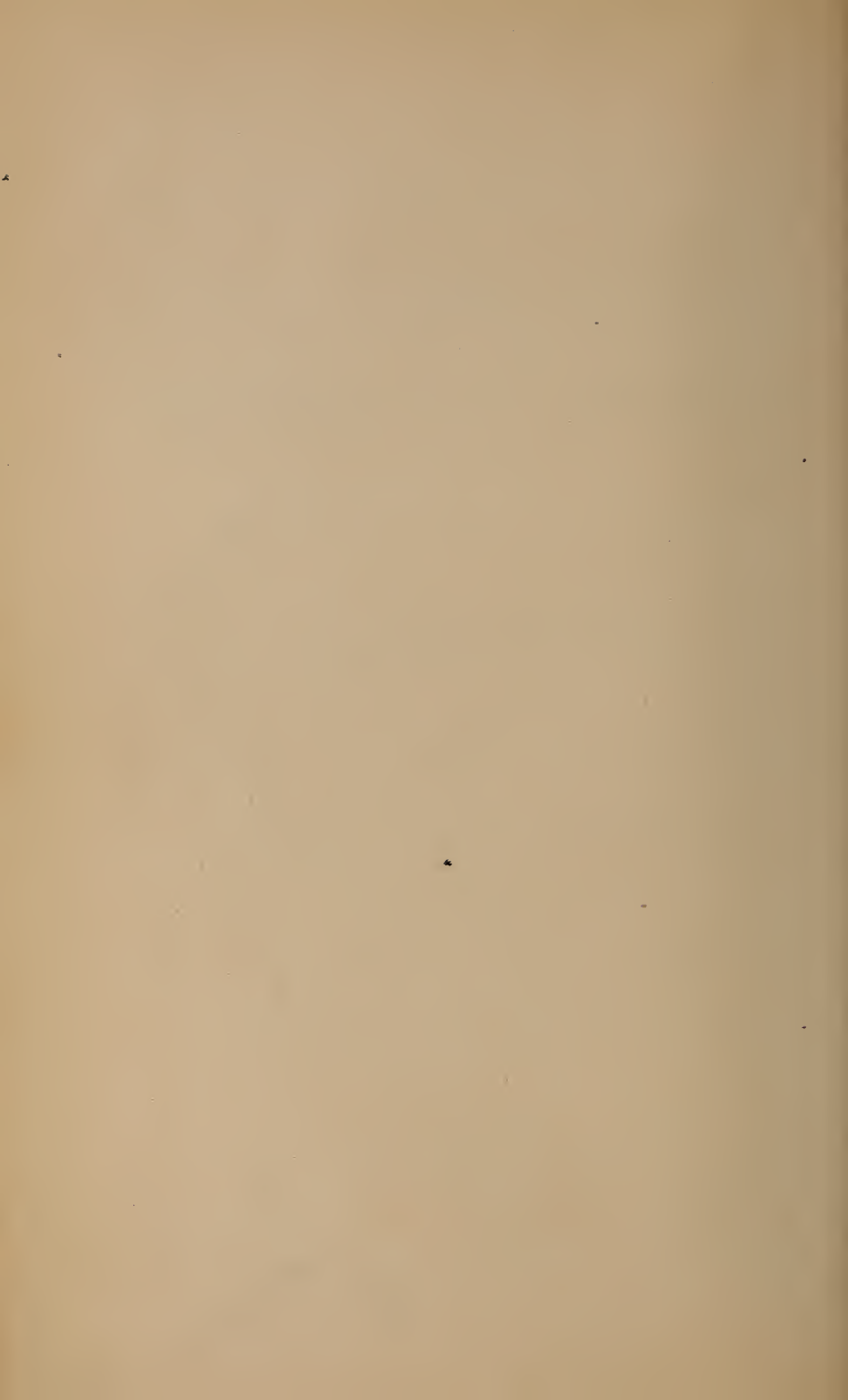
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## SCHOOL REPORT.

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The Committee, to whom was intrusted the care of the public schools, respectfully submit their Annual Report.

It is a great responsibility to be charged with the educational interests of the town, and the Committee, in performing their duties, have not been without a deep sense of the value of the trust committed to them. There is, however, a pleasure connected with these duties, and no one whose sympathies can be awakened by the bright faces and happy voices of children, can be long engaged in this work, without feeling a growing interest in the children's welfare.

There are also duties of a less agreeable nature. Complaints and grievances are frequently brought to them for adjustment and decisions must be given, requiring great care and nice discrimination. Grateful mention should be made, in this connection, of the uniform kindness of parents and others towards the Committee, manifested by cheerful compliance with their wishes, and ready co-operation in such measures as were deemed best for the general good.

The Committee have endeavored, by frequent visitation, to become thoroughly acquainted with the schools, not only in regard to the methods employed by the teachers, and the general progress in the classes, but also in regard to the disposition and mental capacity of each scholar. They bear cheerful testimony to the fidelity of the teachers, and to the success of their labors, as evinced by a steady progress on the part of their pupils. Some of the schools suffered much during the Fall and early part of the Winter, by the prevalence of scarlet fever, and we regret to say that the Beach School, and both Primary Schools were saddened by the death of one or more of their members.

At the beginning of the year the Pine Street School, which had become too large for the successful management of one teacher, was graded, and now forms two separate schools,—Primary and Intermediate. Another school has been established during the year, upon Essex Street, near the Salem line. The school house was erected during the Summer by money appropriated by the town for that purpose, and the school was opened at the beginning of the Fall term. The children in that neighborhood who before had been obliged, often, to remain at home on account of the distance to the Pine Street School, are now favored with most excellent accommodations near home.

Early in the year, one member of the Committee

removing from town, resigned his position upon the Board, the resignation to take effect upon the appointment of his successor. Some effort was made to fill the vacancy, but as all who were approached upon the subject were unwilling to accept the position, it was deemed advisable to wait till the next annual election. The two remaining members of the Board have, therefore, had a much heavier burden of labor and responsibility, which they have endeavored to bear to the satisfaction of the public.

#### PRIMARY SCHOOLS.

As already stated, a new Primary School has been formed upon Pine Street, so that we now have two schools of this grade.

The Primary department at the Grammar School has remained under the management of its faithful and competent teacher, Miss CHARLOTTE F. MOTT. From her long connection with this school, she has earned such a reputation that we can add but little to what has been said in former reports. It is enough to say that the discipline and progress of the school fully sustain the reputation of former years. The examination, February 17th, A.M., was, as usual, a credit to both teacher and pupils, and a pleasure to all who witnessed it. This school has been quite full during the year, every seat being occupied. The fact that there is no space for more desks, shows the

imperative need, at an early day, of a larger room for this school.

The PINE STREET PRIMARY began its separate existence with upwards of thirty scholars. Coming as they did out of a crowded school into a new and pleasant school-room, which they could have all to themselves, and with a teacher who could devote her whole time to them, these little scholars seemed quickened at once into a more vigorous life. The Committee were fortunate in securing for this school the services of Miss P. M. WILLIAMS, who brought to her new position not only ability and previous experience, but a special adaptation to the wants of such little ones as were committed to her care. She has a strong hold upon the affection of the children, and the government of her school has been by the power of love instead of fear. The scholars have made rapid progress, and the examination, February 16th, P.M., was very satisfactory to the Committee, and also to the large number of visitors who were present.

#### INTERMEDIATE SCHOOLS.

Miss CLARA M. COLCORD still remains in charge of the Intermediate Department at the Grammar School. We have only words of commendation for this school. The teacher not only takes a deep interest in her work but imparts her own enthusiasm to the scholars. We have always found the school in good working



order, and both the amount and quality of the work accomplished has been very satisfactory. The examination February 18th, P.M., was all that could be desired. Some of the classes showed a remarkable quickness of apprehension. The recitations and dialogues were well rendered, and added much to the interest and pleasure of the examination.

The PINE STREET INTERMEDIATE. Miss MARY E. BOYNTON, who had charge of the Pine Street School before it was divided, still remains as teacher of the Intermediate Department. The first impression on entering this school is, that the teacher considers good order a prime requisite for a good school. The recitations have indicated diligence on the part of the scholars, and excellent training on the part of the teacher. Some of her pupils would be bright ornaments to any school. The examination was held February 17th, P.M., and was very creditable to both teacher and scholars.

A very interesting class is prepared for admission to the Grammar School, but on account of the crowded condition of that school, the Committee have arranged to have them remain another year, but they will pursue the same studies as they would at the Grammar School.

#### MIXED SCHOOLS.

With the addition of the new Essex Street School, we have now three mixed or ungraded schools.

The BEACH SCHOOL, Miss ELLEN LEDYARD, teacher, has had a somewhat varied experience. The teacher was obliged, by ill health, to be absent during the Summer term, and her place was occupied by Miss MARY E. SEGER. During the Fall term, the prevalence of scarlet fever kept many of the scholars away for a long time, and thus sadly interrupted the work of the school. Towards the close of the Winter term the teacher was again obliged to leave her work, and Miss CARRIE F. ROBERTS was appointed substitute for the remainder of the term. The scholars, and all others who are acquainted with the fidelity and success of Miss LEDYARD as a teacher, will wish for her a speedy and permanent recovery, that she may return to the position she has filled so long and so well. We are glad to say that the school has been left in good hands during her absence, and the examination February 18th, A.M., was, under the circumstances, very creditable.

The FARMS SCHOOL still enjoys the faithful and efficient management of Miss SARAH PALMER. Though different in some important features, it holds a good rank among the schools of the town. The teacher is thoroughly devoted to her work, and the scholars appear to appreciate and to second her efforts in their behalf.

This school also suffered from scarlet fever in the Fall, and, for some reason, the attendance during the

Winter term was quite irregular on the part of many of the scholars. Parents cannot be too careful in securing the regular attendance of their children at school. The examination February 19th, A.M., was quite satisfactory.

ESSEX STREET SCHOOL. The Committee having recommended the establishment of this school, find a peculiar pleasure in speaking of its successful operation. The house is well located and the school room is as cheerful and inviting as could be desired. The regular attendance of the scholars shows how well they appreciate the privilege of a school near home. During the Fall term the attendance was nearly perfect, the percentage being no less than ninety-six. There were but ten marks for tardiness during the Fall term, and only two in the Winter term. The school has been taught by Miss EMMA F. ADAMS, who brought with other excellent qualifications a ripe experience as a teacher in the schools of New York City, and also in schools nearer home. She has shown excellent tact in the management of her school, and her aptness to teach is seen in the rapid advance of her scholars. The examination took place February 16th, A.M. It gave evidence of thorough and faithful work by both teacher and pupils. The Committee were particularly pleased with the reading by a class of little children who learned the alphabet at the beginning of the Fall term.

## GRAMMAR SCHOOL.

Mr. GILMAN C. FISHER, A.M., assumed the management of this school at the beginning of the Spring term. He at once placed his mark high, and has labored hard and faithfully to bring the school up to his idea of excellence. Though he believes his standard is not yet reached, it seems evident to the Committee that he has made good progress towards it. The scholars have manifested a growing interest in their studies, good order has been maintained, and the attendance has been improved, as may be seen by the marked increase in the percentage of attendance.

His Assistant, Miss E. J. HADLEY, deserves commendation for the skill and patience with which she has performed her arduous duties. She has had an average of about seventy scholars in her room through the year. It would seem impossible for one teacher to do justice to so large a number of pupils, but, with rare tact, she has maintained good discipline, and secured commendable proficiency in her classes.

The classes in mathematics, in both departments, were examined February 19th, P.M., at the school-rooms, and the remaining classes the next day, at the Town Hall. The examination was conducted mainly by the teachers, the Committee merely suggesting the topics upon which the classes should be questioned. The answers were usually prompt and

quite satisfactory. The excellence of the singing upon this occasion we should attribute to Mrs. FISHER, who has rendered valuable service in musical training during the Winter term. The presence of nearly three hundred visitors at the closing session, in the Town Hall, furnished a hopeful indication of public interest in the prosperity of our schools. From the remarks of many, both before and after the close of the session, we doubt not the large audience went away satisfied with the evidence of faithful and persevering effort during the past year.

#### CO-OPERATION WITH TEACHERS.

In the foregoing reports of the schools, it will be seen that we have almost uniformly commended the fidelity of the teachers and the proficiency of the scholars. We could not, with justice, do otherwise, even for the sake of variety. We take pleasure in saying that we have a corps of teachers eminently worthy of the confidence and hearty co-operation of the public. We believe there is not one among them whom the Committee would willingly dismiss from the service. But much yet remains to be done before our schools are brought up to that high standard of excellence which ought to be desired. The teachers can never do this alone. They need the sympathy and co-operation of parents, and of the public generally. It should be expressed in such an unmistakable



ble manner that the teachers may know they are receiving the cordial support of those whom they serve. To do this we believe parents especially should endeavor to visit the schools where their children are instructed at least once each term, and thus become personally acquainted with the teachers and with the work they are doing. They would thereby acquire a deeper interest in the general welfare of the schools, and understand better their wants and their own duties in regard to them.

Parents can render the teachers valuable assistance in the home influence which they bring to bear upon their children. We wish particularly to urge the importance of endeavoring to secure the regular and punctual attendance of their children at school. That absence is sometimes necessary we readily admit, but too often the excuse is exceedingly trivial. In the Grammar School a record has been kept of all the excuses for absence which have been brought by the scholars, and in a large majority of the cases, the excuse was such as no parent would allow who understood the injury, both to his own child and to the whole school, resulting from irregular attendance. Without parental assistance, teachers can do but little towards correcting this evil.

We sometimes fear that parents are not sufficiently careful to cultivate in the minds of their children, feelings of love and respect for their teacher. The

child comes home from school some day with a sad countenance, complaining of real or fancied injuries from the teacher. The parent will often feel that his child is abused, and try to administer comfort by blaming the teacher in the child's presence. Little does he think how he wrongs both the teacher and his own child by such a course. In nine cases out of ten, the wrong is purely imaginary, and the only notice it should receive is to show the child the folly of such a complaint. Even if the wrong seems a real one, how much better it would be to seek first an interview with the teacher, and have the matter explained and settled without the child's knowledge of his parent's view of the case. Whether, in a given instance, the teacher's action be right or wrong, it is always fair to suppose the action to have been prompted by worthy motives, and certainly the teacher's judgment in the case should be entitled to as much respect as the complaint of the child. A single careless word of censure, whether deserved by the teacher or not, will often so alienate the love and confidence of the child as to seriously impair the teacher's good influence over him.

We would also suggest that parents try to co-operate with the teacher by showing their children that they take a deep interest in what they are doing at school. The child's scholarship and deportment should be a matter of daily concern and

frequent inquiry on the part of the parent. With a desire to render assistance to parents in this particular, the Principal of the Grammar School has adopted a system of printed reports, which, once in five weeks, he sends to the parent, giving a record of his child's attendance, scholarship, deportment and rank. These reports have produced very satisfactory results, and the Committee would recommend their adoption, so far as practicable, in all the schools. With the information thus furnished to them, we hope parents will not be slow to commend excellence wherever it is discovered, and to discourage deficiency and negligence.

The teachers need the co-operation which comes from an appreciative public sentiment. The opinion is too prevalent among those who never visit the schools, that five or six hours a day in the school-room, with all the rest of the day for relaxation or amusement, must insure to the teacher a delightfully easy mode of life. They little know the thousand perplexing cares and anxieties which help make up the teacher's daily experience; they little know the forbearance, patience, tact and skill required to manage from forty to sixty children, of different ages and dispositions, to say nothing of efforts to instruct them; they little think how much of the teacher's work is necessarily done outside the school-room. The truth is, the teacher's work is laborious,



severely taxing the energies of mind and body. In these days of progress, the very best results are demanded of the teacher, and it requires constant effort in the way of preparation, in studying new methods and devising new plans, to keep up with the requirements of the times. To be a successful teacher now, both the physical and mental powers must contribute their utmost towards the attainment of the wished for results. It should also be borne in mind that our dearest interests are committed to the teacher's hands, for the future prosperity of a community depends, in a great measure, upon the condition of its public schools. Let the teacher, then, be recognized as a laborious, faithful and deserving public servant and benefactor; and let this sentiment find adequate expression, both in words of encouraging appreciation, and in the cheerful award of a liberal compensation.

#### SCHOOL BUILDINGS.

The condition of the school buildings is generally assumed as a fair index of public sentiment upon the subject of education. We believe, however, there is a more intelligent feeling upon this subject than the condition of some of our school edifices would indicate. The influence of his surroundings upon the mind of the pupil is too important to be overlooked. The more a child really loves his school, the greater proficiency

will he make in his studies, and nothing will contribute more to make school a source of delight than a cheerful and attractive school-room. But more important still is the fact, that while at school the child is acquiring tastes and habits which will cling to him, with great tenacity, through life.

The school-room and all its appurtenances, therefore, should be such as to educate the eye and heart of the pupil to love neatness, order and beauty. Judged by this standard, the school-house at the Beach and the one at the Farms will both be found wanting. Probably the time is not far distant when the Beach school-house must give place to a larger edifice, but the present one will suffice for a sufficient length of time to warrant a small outlay for rendering its interior more comfortable and attractive.

The Farms school-house also needs a thorough renovation within and painting without, while nearly all our school-rooms need partial or complete refurnishing in the way of maps, charts, globes, and similar conveniences.

The time will soon come when the need of a larger building for the Grammar School will be imperative. Both departments of this school are now more than full, even without admitting the class from the Pine Street School. If the present rate of increase should continue for a year or two longer, it will be difficult to provide for all who will be entitled

to admission. The Committee, therefore, would urge upon the public the immediate consideration of a new and larger edifice.

#### APPROPRIATIONS.

Our citizens have ever been ready to appropriate money for the proper support and improvement of our public schools. It is needful, therefore, only to mention the fact that the addition of two new schools will render necessary a proportionate increase in school appropriations, while an additional sum will be required for improvements upon school-buildings, and for refurnishing them.

#### CONCLUSION.

In submitting the foregoing Report, the Committee would express their sincere thanks to the teachers for their ready co-operation in all things pertaining to the welfare of the schools, and to the citizens generally, for their cordial support and confidence. We congratulate the public upon the present healthful condition and progressive tendency of our schools, and bespeak for them the earnest and united support of all our citizens. However excellent in many respects the schools may now be our motto for them should still be "Onward."

Respectfully submitted,

LUCIAN DRURY, }  
WM. B. CHASE, } *Committee.*

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COURSE OF STUDY.

## PRIMARY SCHOOLS.

*Reading.*—Through Hilliard's Third Reader.

*Arithmetic.*—Through Walton's Primary.

## INTERMEDIATE SCHOOLS.

*Reading.*—Hilliard's Fourth, and half of Intermediate.

*Arithmetic.*—Walton's, through Division ; Intellectual, through twenty-nine sections.

*Geography.*—Through Warren's Primary.

*Spelling.*—One hundred and thirty-four lessons.

## GRAMMAR SCHOOL.

## ASSISTANT'S CLASSES.

*Reading.*—Hilliard's Intermediate.

*Arithmetic.*—Walton's, through Compound Numbers.

*Grammar.*—Greene's, to Syntax ; Intellectual, finished.

*Geography.*—Warren's Common School, commenced.

*Spelling.*—To lesson one hundred and seventy-eight.

## PRINCIPAL'S CLASSES.

*Reading.*—Hilliard's Fifth Reader.

*Arithmetic.*—Walton's, through Cube Root.

*Geography.*—Finished.

*Spelling.*—Selected spelling and definitions.

*History.*—Campbell's United States.

*Grammar.*—Greene's, finished.

The advanced classes will pursue studies that may be prescribed for them by the Committee and Principal. It is their intention to introduce those studies that will be most useful to a majority of the classes.

## SCHEDULE OF SCHOOLS, 1873—'74.

Schools.	No. of Pupils.	Teachers.	Salary
Grammar,	114	{ G. C. Fisher, A. M., E. J. Hadley,	\$1200 450
First Intermediate,	41	Clara M. Colcord,	450
Pine St. Intermediate,	35	Mary E. Boynton,	450
Beach,	57	Ellen Ledyard,	450
Farms,	34	Sarah Palmer,	450
Essex Street,	22	Emma F. Adams,	400
First Primary,	60	Charlotte F. Mott,	450
Pine St. Primary,	38	P. M. Williams,	400
	<hr/> 401		<hr/> \$4700

## STATISTICS OF SCHOOLS, 1873-74.

	TERM.	Grammar.	First Intermediate.	Pine St. Intermediate	Beach.	Farms.	Essex Street.	First Primary.	Pine St. Primary.	Total.
Whole No. of Scholars.	Spring,	114	36	34	46	31		53	38	352
	Summer,	96	33	35	44	34		57	37	336
	Fall,	100	39	32	57	29	22	60	35	374
	Winter,	107	41	30	52	31	17	55	33	336
Average Whole No.	Spring,	108	35	34	43	30		48	36	334
	Summer,	93	31	34	37	33		56	35	317
	Fall,	93	35	30	50	27	19	57	32	343
	Winter,	106	40	30	49	29	16	53	31	354
Ave. Daily Attendance.	Spring,	100	32	31	39	26		46	32	306
	Summer,	84	27	30	28	28		54	32	283
	Fall,	77	32	27	41	22	18	51	29	297
	Winter,	98	36	27	37	25	14	51	27	315
Per cent. of Attendance.	Spring,	.93	.92	.91	.91	.87		.95	.90	.91
	Summer,	.90	.87	.88	.76	.85		.96	.91	.88
	Fall,	.83	.91	.90	.82	.81	.96	.90	.90	.88
	Winter,	.92	.90	.90	.77	.86	.90	.96	.87	.88



## Regulations for the Public Schools.

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SECTION 1. From the first Monday in April to the first Monday in November, the morning session shall begin at half past eight, and end at twelve o'clock. During the rest of the year it shall commence at nine o'clock. The afternoon session shall begin at half past one, and end at four o'clock.

SECT. 2. Teachers must be at their school-rooms fifteen minutes, and in stormy or cold weather, twenty minutes before school time.

SECT. 3. Teachers must not dismiss their schools before the specified time, nor change the school hours, except by permission of the Committee.

SECT. 4. No pupil shall be detained more than fifteen minutes after the close of the morning session, nor more than thirty minutes after the close of the afternoon session.

SECT. 5. There shall be a recess of not less than ten minutes, nor more than fifteen minutes each half-day, for every school; and for each Primary School there may be an extra recess each half-day.

SECT. 6. The morning exercises of the schools shall commence with the reading of the Bible; and it is recommended that the reading be followed by some devotional service.

SECT. 7. A written excuse must be brought by each pupil for tardiness, or dismissal before the close of the school, and tardiness beyond five minutes shall be considered a violation of school discipline, and shall subject the delinquent to such penalty as the nature of the case may require.

SECT. 8. For every absence the scholar shall bring a written excuse from his parent or guardian, and the teacher shall ascertain whether the absence was really necessary or not; if not, the teacher shall make a record of the absence. If any scholar shall be thus absent unnecessarily, three times in any term, then the

teacher shall give notice in writing, or personally, to the parent or guardian, that if the scholar is absent twice more he must be expelled from the school. If, disregarding this, the scholar is absent five times in one term, he shall be expelled, and shall not be again admitted until the parent or guardian shall obtain from the Committee a written permit.

SECT. 9. When a pupil is absent from school more than five consecutive school-days, for sickness or any other cause, his name shall be stricken from the roll of the school, at the end of the five days, and the absence in all such cases, shall be recorded while the name remains upon the roll.

SECT. 10. In cases of continued absence from school, for sickness or other cause, if the pupil be unable, in the opinion of the teacher, to keep up with his class, such pupil may be kept from promotion, and if the teacher deems it best for the pupil or for the school, he may be dropped to the next lower class, with the approval of the Committee.

SECT. 11. Teachers shall exercise a kind and parental discipline. Whenever there is direct and violent opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render the pupil's presence and example permanently injurious, it shall be the duty of the teacher to report such pupil to the Committee, who alone shall have power to expel from school, or to re-admit when evidence is given of repentance and amendment.

SECT. 12. When a pupil is suspended from school under any of these Regulations, his name shall be stricken from the roll.

SECT. 13. Scholars shall not be admitted into the schools until five years of age, nor until vaccinated, nor in any instance without a certificate from some member of the School Committee.

SECT. 14. No pupil having been a member of one school, shall be admitted into another without previous consent of the Committee.

SECT. 15. Each pupil must come to school neat in person and dress, and in case of neglect in this respect, the teacher must send him home to be properly prepared for school.

SECT. 16. In case of difficulty in the discharge of their official



duties, or when they may desire any temporary indulgence, the instructors shall apply to the Committee for advice and direction.

SECT. 17. No studies shall be pursued in any of the schools, nor any text-books used or introduced, except those authorized by the Committee.

SECT. 18. Whenever the necessary school-books are not furnished by the parents or guardian, on the written request of the teacher, it shall be his duty to send such pupil with a written order to the town agent, specifying the name of the book required, the child's name, and the parent's or guardian's name.

SECT. 19. No subscription or advertisement shall be introduced into any public school without the consent of the Committee.

SECT. 20. Any damage done to the school-house, grounds, or premises, must be paid for by the parent or guardian of the child or children doing it. The General Statutes of Massachusetts provide that all such wilful and wanton damages shall be punished "by a fine not exceeding five hundred dollars, or by imprisonment in the jail not exceeding one year."

SECT. 21. After the resignation of any teacher the vacancy shall be filled as soon as possible, but the annual election of all the teachers shall occur during the month of July, and their salaries shall then be fixed.

SECT. 22. Teachers will be required to give two weeks' notice of intended resignation, and on failure to do so the bill for services of such teacher shall be made up only to two weeks prior to the time of leaving. All teachers shall be elected with this condition.

SECT. 23. The statute in regard to the faithful keeping of the School Register shall be observed. It is directed that this Register be kept at the school-room for inspection by the Committee. At the close of each term it must be properly filled up and returned to the Committee, before the teacher can be entitled to receive payment for services.

SECT. 24. The annual examinations of the public schools shall take place during the month of February.

Approved by the Committee.

WM. B. CHASE, Secretary.

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CALENDAR.

SPRING TERM.—Commences first Monday in March, and ends Friday, May 15th.

SUMMER TERM.—Commences first Monday in June, and ends Friday, July 25th.

FALL TERM.—Commences first Monday in September, and ends Friday, November 27th.

WINTER TERM.—Commences first Monday in December, and ends Friday, February 26th.

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HOLIDAYS.

The following holidays will be allowed, viz:—Saturdays, Days of Public Fasting, Fourth of July, Thanksgiving Day, Christmas Day, New Year's Day, Twenty-Second of February, May Day, and one day (to be determined by a majority vote of the teachers) to attend the Essex County Teachers' Convention. No change in the regular days of keeping school is to be made, without previous consultation with the Committee.

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SCHOOL BOOKS.

*Reading*.—Bible; Hilliard's Reader.

*Mathematics*.—Walton's or White's Written, Intellectual, and Primary Arithmetic; Greenleaf's Algebra; Davis' Geometry.

*Writing*.—Payson, Dunton & Scribner's Penmanship and Book-keeping.

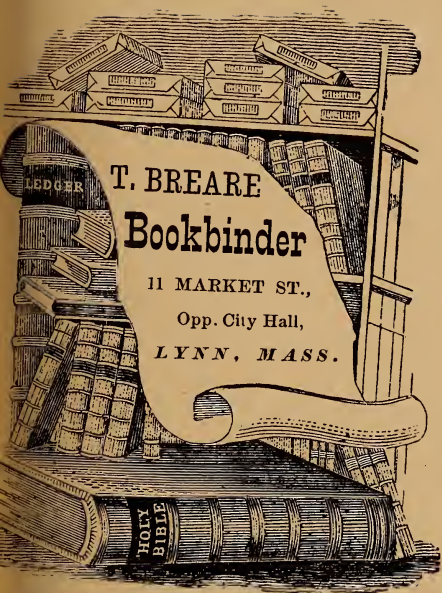
*Geography*.—Warren's Common School; Warren's Primary.

*History*.—Campbell's School History.

*Grammar*.—Greene's.

*Natural Philosophy*.—Rolfe and Gillet's Elements.

*Physiology*.—Cutter's Elements.













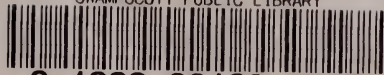


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